



Reserve Component General Officer Conference

Backbrief to GEN Abrams
17 August 2001



Transformation of TRADOC/OES



Group Leader: MG Silverthorn, CG 95th DIV

MG Alexander, TAG AL
MG Vavala, TAG DE
Maj Gen Horn, TAG NM
BG Huntoon, Dep CMTD CGSC
BG Roberts, DCG, ARNG
BG Burchstead, ATAG SC
BG Dollar, CG 80th DIV (IT)
BG Johnson, CDR JTF 2001 Olympics
BG Jaegar, DCG QM School
BG Read, CG 81st RSG

BG Lafrenz, ATAG, ID
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COL Carmichael, TAG ME (R)
COL Putnam, TAG MT, (Rep)
COL Cyrus, TIE-Sill
COL Vazquez, ACS, ARNG
COL Germain, Dir TRNG, NC
Mrs Briscoe (SME)
Mr. Rogers (SME)
LTC Thomas (Scribe)



Transformation of TRADOC/OES



- Issue: In what ways can the RC expand its role within the activities of TRADOC?
- ~~Recommendation~~ Recommendation tied to RC LT production
 - RC conduct some of the BOLC (phase 1) training
 - Courseware development (course writers)
 - RC involved in accreditation of schools (staff, facilities, curriculum)
 - TRADOC acquire specific funding to expand IET/TASS training base with RC soldiers as needed (recolor money)



Transformation of TRADOC/OES (Continuation)



- Issue: In what ways can the RC expand its role within the activities of TRADOC?
- ~~Recommendation~~ Recommendation: TRADOC's IET activities
 - Aviation qualification training could be taught at NG training sites
 - Work with individual schools to see when augmentation is needed
 - Partnership and assimilation of the total force
 - Graybeards are valuable trainers



Transformation of TRADOC/OES



- Issue: How do we remove the impediments which keep AC soldier attendance low at RC conducted training?
- **Recommendation:** Be more flexible with the rules for class starts
 - Lessen cultural barriers (Strategic Communications Plan)
 - Expand the NCOA (BNCOC) multi-compo model
 - Standardize the PLDC and other NCOES professional development courses between the AC and RC



Transformation of TRADOC/OES



- Issue: What are the benefits of establishing Tri-Component Institutions at RC Regional Training Sites on or close to AC installations?
- Recommendation:
 - Combine/eliminate single component training facilities where two or more like facilities exist
 - Develop strategies to achieve desired end state
 - Institutional Training Council of Colonels bring the issue before DAMO-TR



Transformation of TRADOC/OES



- Issue: What are the impacts to the RC with the proposed changes to professional military education? Recommendation:
 - National resource strategy for RC PME (funding, scheduling, compensation, personnel policies, quality of life)
 - Additional costs added to Schools MDEP to the Training PEG in the POM
 - Limited time for RC soldiers to spend in training
 - Institutional training conflicts with Drill Weekend training attendance
 - Provide funding to ensure more resident seats in ILE/SSC (funded quotas)



Future Direction of TASS

Group Leader: MG Marty, ATAG, TX

MG Lipscomb, TAG MS
MG Ingram, TAG NC
MG Centracchio, TAG RI
Maj Gen McGuire, TAG NY
Brig Gen Keefe, TAG MA
BG Thompson, 84th DIV (IT)

BG Lucenti, ATAG VT
BG Colt, CG 77th RSC
BG Heine, DCG MANSCEN
BG Mosley, ATAG MT
COL Archer, ADC 95th DIV (IT)
COL Davis, (SME)
LTC Madison, (Scribe)



Strategic Questions



1. Define future roles and missions of TASS battalions in the support of Army/TRADOC Transformation?
2. How can regional TASS battalions better support AC training requirements?
3. How do we better synchronize the efforts of proponent schools and TASS battalions?
4. What strategies can help improve RC instructor shortages on selected MOSs?
5. What other initiatives would assist in achieving full implementation of TASS?



Question 2

- Issue: Lack of communication between AC and RC with reference to integrated training. (i.e., assets, efficiencies, capabilities and business processes)
- Discussion:
 - Both the AC and RC must be willing to adjust training processes in order to do business together. RC has done most of adjusting to date. (e.g. POI development/changes/lengths)
 - RC training battalions train on the weekend which contradicts CSA guidance of no weekend training for the AC
 - Need to develop credibility within AC, that attending RC schools will not have a negative impact on careers (NCOES)
 - CAS3/CGSC being conducted during evenings and on weekends (i.e. 8 x 2 or 2 x 2 formats)
- Recommendation:
 - Establish a forum for continuous dialogue between AC and RC to further develop delivery modes that meet the needs of both components



Question 2

- Issue: Improve dialogue between AC and RC within the Institutional Army with reference to TASS
- Discussion:
 - AC lacks knowledge of how RC operates
 - AC requirements not synchronized with RC requirements
 - TASS is perceived as an RC program only
 - TASS Battalion Commander's Conferences do not include AC Training Battalion Commanders
 - Integration issues continue to resurface w/o resolution
- Recommendation:
 - TRADOC provide periodic progress reports on integration issues
 - AC and RC Battalion Commanders meet at least annually
 - Consolidate AC and RC requirements in order to meet consolidated TASS mission
 - Expand RC GO Conference to include Proponent Commandants
 - Establish full-time position for RC GO at TRADOC (2 yrs)



Question 2

- Issue: Equipment availability and fielding for RC Schools.
- Discussion:
 - No priority for fielding of equipment to RC Regional Training Sites
 - RC instructors not receiving NET
 - Annual training scheduling contributes to equipment shortfalls for schools
- Recommendation:
 - Place RC Regional Training Sites on higher FAD
 - Include RC instructors in NET
 - Training sites have their own training sets



Question 3

- Issue: Synchronization of proponent schools and RC training battalions
- Discussion:
 - 27 different ways of doing business with which the RC must comply
 - Accreditation standards vary between proponent schools
 - Some proponents embrace RC battalions better than others
 - RC not always seen as part of the team
 - POI changes are uncoordinated(length, equipment and facilities)
 - MOS consolidations may have a negative impact on readiness if not properly planned (i.e. 91W)
- Recommendation:
 - Set up External Multi-compo QA Teams to evaluate all schools
 - Proponent schools partner in TASS Battalion success
 - Involve RC in the development of plans and decision-making



Question 5

- Issue: Full implementation of TASS as The Army School System for all Components
- Discussion:
 - CAS3 requirement caused severe problems with qualification and promotion of RC officers due to lack of seats and coordination
 - AC soldiers not attending training in RC schools due to cultural impediments despite DA message(NCOES)
 - CGSC is working
 - Need for synchronization with PERSCOM requirements
- Recommendation:
 - Allocate AC seats on ATRRS in RC Schools
 - Full time RC GO to provide input on all TRADOC initiatives
 - RC representation across DTLOMS (TPU)
 - TASS becomes “The Army School System”



Reserve Component Billeting at TRADOC Installations



Group Leader: MG Robertson, CG 108th DIV

MG Morrow, TAG AR

Maj Gen Lowenberg, TAG WA

MG Glazar, TAG NJ

MG Killey, TAG SD

BG Haugen, TAG ND

BG Korenek, ATAG AK

BG Bathke, ATAG MN

BG Denson, DTAG, WI

BG Joyce, DCG TC School

BG Small, ATAG KS

BG Fleming, DTAG IL

COL (P) Horn, DCG 70th R

COL Reardon, (SME)

Mr. Shamblen, HQ TRADOC

LTC Smith, (Scribe)



Reserve Component Billeting at TRADOC Installations



- Issue: Current TRADOC Facility Support Initiatives
- Discussion: Initiatives underway to properly account for RC requirements on installations are on track
- Recommendation: Maintain momentum and accelerate action to see these initiatives completed.



Reserve Component Billeting at TRADOC Installations



- Issue: Component Segregated Housing
- Discussion: Should have “Army” billets not RC billets and AC billets. Improved availability, maintained at same standard, and assigned irrespective of component.
- Recommendation: Consolidate housing management and scheduling. Change AR 140-483.



Reserve Component Billeting at TRADOC Installations



- Issue: Global approach to training site selection
- Discussion: Training facilities and housing capacity exist at some TASS ARNG sites. Sister service sites should also be considered.
- Recommendation: Redistribute demand by conducting courses at under-utilized facilities.



Reserve Component Billeting at TRADOC Installations



- Issue: Resource unique training centers (example: Ft Rucker)
- Discussion: Recurring housing shortages, parochial interests, and expansive or unique facilities or equipment required.
- Recommendation: Identify and prioritize worst cases for first housing expansion.



Reserve Component Billeting at TRADOC Installations



- Issue: AIT class seat shortages
- Discussion: Result in MOS specific closures often due to shortage of instructors and drill sergeants, not classrooms or housing.
- Recommendation: Increased use of TTAD, ADSW, or other funding to hire RC instructors.



TATS-C/DL

Group Leader: MG Root, CG 104th DIV (IT)

MG Cugno, TAG CT
MG Monroe, TAG CA
MG Tindall, CG 100th DIV (IT)
MG Havens, TAG MO
MG Tarbet, TAG UT
Maj Gen Cortwright, TAG OK
MG Williams, TAG VA
Brig Gen Vanderhoof, TAG NV

BG Carpenter, CDR HIAR
BG Sumpter, ATAG MD
BG Petty, DCG CASCOM
BG Phillips, CG 65th RSC
COL Wright, TAG IN (Rep)
COL Olson, (SME)
LTC Murphy, (Scribe)



TATS/DL

- Issue: Some AITs are too long.
- Discussion: Soldiers are returning home from AIT too late to start first semester of college. This has a negative affect on strength maintenance.
- Recommendation: Expand use of DL to reduce AIT resident requirements. Target is 6-8 weeks.



TATS/DL

- Issue: Compensation for DL training.
- Discussion: Now that it is almost a reality, we need to determine how to resource the increase in training pay.
- Recommendation: As DL courses become available, CAR/DARNG provide input to POM for this new activity.



TATS/DL

- Issue: How much time can the RC spend doing DL?
- Discussion: There's a correlation between the number of hours and the incentive to complete it. Advancement or pay may increase the hours a soldier is willing to spend.
- Recommendation: Establish target figure, but don't regulate.



TATS/DL

- Issue: Some challenges with new TATS POIs are not identified until after approved.
- Discussion: Early design is done with the proponent RC LNO, who may not be a current SME. POIs are sent to RCs for review after completion. If there's a problem, it's identified after completion rather than during design.
- Recommendation: Increase "field" SME involvement early in course development.



TATS/DL

- Issue: Availability of low density DL courses.
- Discussion: Most low density courses are low priority for conversion, yet there may be relatively inexpensive solutions.
- Recommendation: TRADOC fund select low density MOSQ courses where there are instructor shortages thus increasing USR ratings.



TATS/DL

- Issue: POIs should be developed so that DL and local resident training is maximized.
- Discussion: RC sends soldiers to some training at the proponent school while much of it can be done locally within the region.
- Recommendation: For courses that require some attendance at the proponent school, develop POIs in three phases: DL, resident local, and resident proponent.